DOCUMENT RESUME

ED 394 288 FL 023 683

TITLE Criteria for Assessing Multicultural/Multiethnic Content of Instructional Materials Used in Portland Public Schools.
INSTITUTION Portland Public Schools, Oreg.
PUB DATE Oct 95
NOTE 6p.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Validity; *Cross Cultural Studies; *Cultural Awareness; Cultural Interrelationships; *Curriculum Design; Elementary Secondary Education; Evaluation Criteria; *Instructional Material Evaluation; *Multicultural Education; Rating Scales; Stereotypes

ABSTRACT

A form for assessing the multicultural content of instructional materials at the elementary and secondary school levels is presented. It consists of 41 statements about the content extent, content validity, and cognitive content of classroom materials, each to be rated on a scale of 0 to 5. The statements address the degree to which the materials reflect breadth and authenticity of cultural content and are culture- and gender-fair and non-stereotyping. A brief introductory section offers instructions on the form's use. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 394 288

Criteria for Assessing Multicultural /Multiethnic Content of Instructional Materials Used in Portland Public Schools

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Carolyn M. Leonard.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

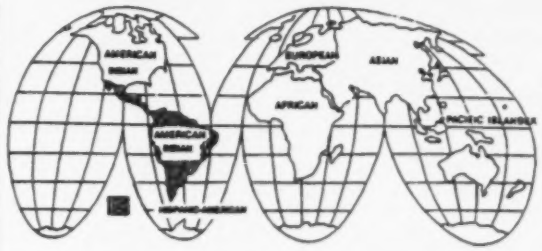
☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CG 026 983

BEST COPY AVAILABLE



Criteria for Assessing
Multicultural/Multiethnic Content
of Instructional Materials
Used in Portland Public Schools

Background: Members of the Multicultural/Multiethnic Education Task Force, staff of the Research and Evaluation Department and the Multicultural/Multiethnic Education Office of Portland Public Schools were involved in developing and selecting the assessment criteria listed in the checklist from a variety of previously published sources.

Use of the Checklist: When using this checklist to assess the quality of the multicultural/multiethnic content of new or existing instructional materials, each criterion statement should be considered for its applicability. If a particular criterion does not appropriately apply to the materials, circle **N/A** and eliminate the item from any cumulative scoring based on the remaining assessment values.

The criteria statements have been written in a form to allow for the numerical rating of the degree to which the material meets the criteria. A value of **"0"** indicates that the criterion is not met at all or that the material involves major violations of the principle embodied in the statement. The remaining values may be assigned in the usual ascending fashion, where the values correspond to these descriptors.

5 = Excellent 4 = Strong 3 = Adequate 2 = Weak 1 = Poor
0 = Not Met or Violation of Criterion Statement N/A = Not Applicable

Ratings can be totaled for a numerical value which represents the assessor's overall impression of the strength of the material. It is expected that totals from many different assessors will be averaged so that the final assessment on a given piece of curriculum material reflects a balance of ethnic and gender perspectives.

Definition of the term "Geocultural": The term "geocultural" is used to create groupings that incorporate all of humanity. A geocultural group is defined by geographic area of origin, culture or heritage. Inhabitants of the United States can trace their heritage to six groupings that encompass all of humanity (i.e., African-American, American Indian, Asian-American, European-American, Hispanic-American, Pacific Island-American). These groups, with the exception of Hispanic-American, are based on land masses where humankind could be found 5,000-10,000 years ago. Hispanic-Americans after 500 years of contact consider themselves to be "raza" (a race) and draw their history, heritage and culture from American Indians, Africans, Asians and Europeans. In this instance, American is a synonym for United States. It should be noted that care must be taken to be as inclusive as possible. People of the Middle East are to be included with other peoples of Asia or Africa, depending upon where their earliest antecedents originated. (The geocultural groups are indicated on the world map used in the header at the top of this page. Hispanic-Americans trace their origins to the shaded area [Central and South America].)

Title of Material Assessed: _____

Author/Source: _____ Grade Level(s): _____

Date of Publication: _____ Subject Area(s): _____

Assessor's Name: _____ Position: _____

Bldg. or Dept.: _____ Ethnic Background: _____ Sex: M ❒ F ❒

BEST COPY AVAILABLE

1.0	CONTENT EXTENT	Rating Scale/Comments
1.1	The material incorporates content about one or more geocultural groups into all aspects of the subject area curriculum, from pre-school to grade 12, as appropriate.	5 4 3 2 1 0 N/A
1.2	The multicultural/multiethnic content of the material is comprehensive and developmentally appropriate, presents holistic views of geocultural groups, and is an integral part of the total school curriculum.	5 4 3 2 1 0 N/A
1.3	The material includes the continuous study of the cultures, historical experiences, social realities, and current conditions of geocultural groups within the context of their ethnic diversity.	5 4 3 2 1 0 N/A
1.4	The material fits into a particular curriculum topic that is already taught.	5 4 3 2 1 0 N/A
2.0	CONTENT VALIDITY	Rating Scale/Comments
2.1	The material treats ethnic differences and groups accurately and authentically as perceived by members of the group(s) involved.	5 4 3 2 1 0 N/A
2.2	The material presents ethnic diversity authentically within the context of each geocultural group's experience.	5 4 3 2 1 0 N/A
2.3	The *author's* background qualifies him/her to produce materials about the people(s) involved.	5 4 3 2 1 0 N/A
2.4	The *editor's* background qualifies him/her to produce materials about the people(s) involved.	5 4 3 2 1 0 N/A
2.5	The *illustrator's* background qualifies him/her to produce materials about the people(s) involved.	5 4 3 2 1 0 N/A
3.0	COGNITIVE CONTENT	Rating Scale/Comments
3.1	Every individual is shown as both a human being and a member of a highly defined and organized society.	5 4 3 2 1 0 N/A
3.2	The material helps students better understand themselves and others in the light of their respective ethnic heritage.	5 4 3 2 1 0 N/A
3.3	The objectives, instructional strategies, and learning materials reflect different geocultural groups and student needs.	5 4 3 2 1 0 N/A

5 = Excellent 4 = Strong 3 = Adequate 2 = Weak 1 = Poor
0 = Not Met or Violation of Criterion Statement N/A = Not Applicable

3.0 COGNITIVE CONTENT (continued)		Rating Scale/Comments
3.4	The material is designed to help students learn how to function effectively in different cultural environments and effectively use more than one cognitive style.	5 4 3 2 1 0 N/A
3.5	Interdisciplinary and multidisciplinary approaches are used in designing and implementing the materials.	5 4 3 2 1 0 N/A
3.6	The material helps students to understand the wholeness of the experiences of geocultural groups.	5 4 3 2 1 0 N/A
3.7	The material includes the study of historical experiences, cultural patterns, and social problems of different geocultural groups.	5 4 3 2 1 0 N/A
3.8	The material shows how cultural groups have influenced each other, shared some cultural characteristics, or even occasionally melded together.	5 4 3 2 1 0 N/A
3.9	The material presents more than one side of the issues, events, or problems involved.	5 4 3 2 1 0 N/A
3.10	The material provides significant new information and corrects common misconceptions about the geocultural group(s) concerned.	5 4 3 2 1 0 N/A
3.11	The people depicted in various occupations are balanced between men and women of a variety of geocultural groups.	5 4 3 2 1 0 N/A
3.12	The material indicates how women, men, and children of all geocultural groups influence society as a whole.	5 4 3 2 1 0 N/A
3.13	Issues of racism, sexism, prejudice, discrimination, economic class, and inter-group conflict are presented where appropriate.	5 4 3 2 1 0 N/A
3.14	The material portrays ethnic peoples as active, positive participants in society as well as subjects of oppression.	5 4 3 2 1 0 N/A
3.15	The distinctive aspects of all cultures are presented, including each culture's combination of language, religion, and social norms unique to it.	5 4 3 2 1 0 N/A
3.16	All religions and cultural traditions are described in context.	5 4 3 2 1 0 N/A
3.17	The material fosters the view of ethnic group languages as legitimate communication systems.	5 4 3 2 1 0 N/A

5 = Excellent 4 = Strong 3 = Adequate 2 = Weak 1 = Poor
0 = Not Met or Violation of Criterion Statement N/A = Not Applicable

3.0 COGNITIVE CONTENT (continued)		Rating Scale/Comments
3.18	The material possesses good literary qualities appropriate to the intended audience.	5 4 3 2 1 0 N/A
3.19	Cultures in the U.S. are presented in parallel studies, not in isolation.	5 4 3 2 1 0 N/A
4.1	The material focuses on respect for all peoples and understanding of the sophistication and complexity of their societies.	5 4 3 2 1 0 N/A
4.2	Elders are treated as the respected and valued custodians of a people's history, culture, and life ways.	5 4 3 2 1 0 N/A
4.3	There are diverse and positive role models with which students from all geocultural groups can identify.	5 4 3 2 1 0 N/A
4.4	Cultures are represented with values, belief systems, morals, and other aspects of cultural continuities with the past, and these are connected to the present and future.	5 4 3 2 1 0 N/A
4.5	The language used to depict all peoples is respectful.	5 4 3 2 1 0 N/A
4.6	The material provides continuous opportunities for students to develop a better sense of self.	5 4 3 2 1 0 N/A
4.7	The material helps students strengthen their self-identities.	5 4 3 2 1 0 N/A
4.8	The material presents values, attitudes, and behaviors which support cultural pluralism.	5 4 3 2 1 0 N/A
4.9	The material discusses the successes and contributions of members of a particular group in terms of that group's values.	5 4 3 2 1 0 N/A
4.10	The material is free of statements or implications that one culture or geocultural group was/is absolutely superior to another.	5 4 3 2 1 0 N/A
4.11	The material does not reinforce existing stereotypes or create new ones.	5 4 3 2 1 0 N/A
5.1	All people are depicted in illustrations as genuine individuals, free of stereotypes.	5 4 3 2 1 0 N/A
5.2	Attention is paid to accurate, appropriate design and color in illustrations; environment, clothing, dress, and shelter are drawn with careful attention to detail.	5 4 3 2 1 0 N/A

5 = Excellent 4 = Strong 3 = Adequate 2 = Weak 1 = Poor
0 = Not Met or Violation of Criterion Statement N/A = Not Applicable